States Slow Spending on Financial Aid to Students

By GOLDIE BLUMENSTYK

Budget problems are leading states to put the brakes on their spending for grants to college students this academic year.

Even though states expect to spend more than ever on financial aid—in excess of $2.15-billion—the sum is only 6.1 per cent higher than the amount spent in 1989-90. Last year the annual increase in state spending on financial aid over the previous year exceeded 12 per cent.

Actual spending on financial aid for this academic year could be even less, according to the National Association of State Scholarship and Grant Programs, which compiles such data as part of its annual report on state financial aid. Much of the information in this year's report was collected during the summer and early fall. Since then many states, including major aid providers like New York, have reduced aid because of state budget problems.

'Not a Good Growth Year'

Even without additional cuts, "this is not a good growth year," says Jerry S. Davis, author of the report and director of research and policy analysis for the Pennsylvania Higher Education Assistance Agency.

Mr. Davis says the modest growth in spending does not necessarily signal the start of a trend, but he says it is worrisome, nonetheless. "If you look at everything else that's going on around government in the states and in the economy, we're in trouble here," he says.

As in previous years, more than three-quarters of the money—$1.66-billion—is expected to go to undergraduate students who have shown financial need, according to the report. That amount is 7 per cent larger than last year's, and the increase is comparable to the average annual increase for the past decade.

But when the figures are adjusted to reflect the additional cuts in state budgets, Mr. Davis says, spending on need-based aid is likely to be "much lower" than states have predicted, and below the annual average for the decade.

Also, he notes, in this academic year only 17 states said they expected an increase of more than 10 per cent in their spending on grants to undergraduates with financial need; in 1989-90, 22 states increased such grants by more than 10 per cent.

32% Increase Over 5 Years

This year, the average need-based grant to students attending public colleges in their home states is expected to be $877, almost 32 per cent higher than it was five years ago. The average award for a student at an in-state private college will be $1,823, 26 per cent higher than five years ago.

More than half of the money that states award to undergraduates under need-based grant programs will go to students at private colleges in their home states, even though those students make up only 35 per cent of the aid recipients.

States expect to provide slightly more than $31-million in need-based aid for graduate students, 28 per cent more than they offered five years ago. In contrast, the five-year growth rate for undergraduate aid was nearly 35 per cent.

One encouraging sign, according to the report, are new aid programs. More than $11.8-million of the state aid to be awarded this year will come from 14 new programs in eight states, including Kentucky's College Access Grant program, which is expected to award more than $7-million to undergraduates based on their financial need.

Over all, the report says, states continue to increase their spending on grant programs that do not take students' financial need into account at a faster rate than they do their spending for need-based aid.

Since 1985-86, the report says, the value of grants and scholarships awarded without regard to the recipients' financial need has increased by more than 82 per cent, versus just under 35 per cent for need-based grants. The total value of such grants, however, remains a tiny fraction of overall state spending on student aid: $217.5-million.

'Tuition Equalization'

Most of the increase in the non-need category was for grants awarded on the basis of academic achievement or as part of state "tuition-equalization programs," which help reduce the price gap between public and private colleges.

Nearly half of all the non-need money awarded by states this year is expected to come from tuition-equalization programs in six states: Alabama; Florida; Georgia; North Carolina; Ohio; and Virginia.

Twenty-three states now report they have merit-scholarship programs, up from 17 five years ago. The value of grants awarded by such programs has grown by 134 per cent in the same period, with two state programs accounting for 59 per cent of the increase: the Florida Undergraduate Scholars' Fund and the Missouri Higher Education Academic Scholarships.

Florida still spends "considerably more" money on need-based grants than on student aid awarded without regard to financial need, says M. Elizabeth Sweeney, administrator of state programs at the Florida office of student financial assistance.

Need-based financial aid is still Florida's top priority, adds Ms. Sweeney, but "there are also some other issues Florida is dealing with." Ms. Sweeney says state officials have been making a concerted effort to reward top high-school students and to attract more of them to the State University System.

The report is available for $5 from Pennsylvania Higher Education Assistance Agency, 660 Boas Street, Towne House, Harrisburg, Pa. 17102-1398. ■

aap

Association of American Publishers, Inc.
220 East 23rd Street, New York, NY 10010
(212) 689-8920

Higher Education Division

Statement of Principles for College Publishing

The Higher Education Division believes that the criteria for textbook selection properly concern only the quality of the textbook itself and its immediate ancillary materials.

The Higher Education Division recommends that college publishers follow the guidelines set forth below to ensure that their individual competitive practices do not lead away from this focus on educational materials because of payments of money or other consideration, directly or indirectly, to the benefit of individuals or academic departments (other than normally accepted entertainment practices and common courtesies).

1. Individual publishers' policies for textbook adoption should be universally applied and openly stated.

2. College publishers should avoid making any improper inducement to any actual or potential adopter, directly or indirectly, which may be described as a bribe, kickback or excessive commission or fee which is contingent on the adoption of their textbooks or their ancillary materials.

3. Unacceptable activities include, but are not limited to, the following:

❒ Providing cash grants, allowances or "rebates" to individuals other than students, booksellers or other direct purchasers.

❒ Providing cash grants, allowances or "rebates" to academic institutions.

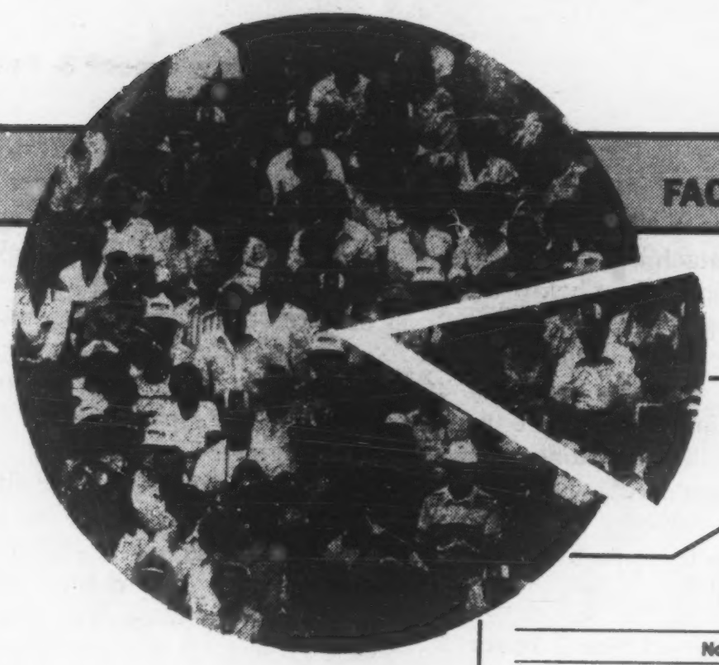
❒ Making direct payments to individuals other than for actual services rendered.

❒ Making contributions of equipment to academic departments, or paying for such equipment, in return for textbook adoptions.

❒ Making cash payments to third party suppliers of equipment or materials to institutions where the equipment or materials are not part of a textbook/ancillary materials package.

Each of the following publishers is a signatory to the Statement. They invite you to contact them individually regarding any situation related to the adoption of a book they publish which appears to violate the principles set forth in the Statement.

James Behnke, *Addison-Wesley Publishing Co.*
One Jacob Way, Reading, MA 01876, 617/944-3700
John Isley, *Allyn & Bacon, Inc.*,
160 Gould Street, Needham Heights, MA 02194, 617/455-1200
Franklin Lewis, *Wm. C. Brown Group*,
2460 Kerper Boulevard, Dubuque, IA 52001, 319/588-1451
Linda Chaput, *W. H. Freeman & Co.*,
41 Madison Avenue, New York, NY 10010, 212/576-9400
Robert Pawlik, *Harcourt Brace Jovanovich, Inc.*,
1250 Sixth Avenue, San Diego, CA 92101, 619/231-6616
Susan Katz, *HarperCollins Publishing*,
10 East 53rd Street, New York, NY 10022, 212/207-7000
Bruce Zimmerli, *D. C. Heath & Co.*,
125 Spring Street, Lexington, MA 02173, 617/862-6650
Bill Barnett, *Holt, Rinehart and Winston, Inc.*,
City Center Tower II, Fort Worth, TX 76102, 817/334-7500
Elizabeth Hacking, *Houghton Mifflin Co.*,
One Beacon Street, Boston, MA 02108, 617/725-5000
Jeffrey Sund, *Richard D. Irwin Inc.*,
1820 Ridge Road, Homewood, IL 60430, 708/798-6000
Paul Prindle, *Jones & Bartlett Publishers, Inc.*,
20 Park Plaza, Boston, MA 02116, 617/482-3900
Carl Tyson, *McGraw-Hill, Inc.*,
1221 Avenue of the Americas, New York, NY 10020, 212/512-2000
Hank Kennedy, *Macmillan Publishing Co.*,
866 Third Avenue, New York, NY 10022, 212/702-2000
John Dill, *Mosby-Yearbook*
11830 Westline Industrial Dr., St. Louis, MO 63141 (314) 872-8370
Edward Stanford, *Prentice Hall, Inc.*,
Englewood Cliffs, NJ 07632, 201/592-2000
Wayne Barcomb, *PWS-KENT Publishing Co.*,
20 Park Plaza, Boston, MA 02116, 617/542-3377
Jean Smith, *St. Martin's Press*,
175 Fifth Avenue, New York, NY 10010, 212/674-5151
Michael Needham, *South-Western Publishing Co.*,
5101 Madison Road, Cincinnati, OH 45227, 513/271-8811
John Davis, *Thomson Book / Reference Group*,
One Station Place, Stamford, CT 06902, 203/969-8700
Richard Greenberg, *Wadsworth Publishing Co.*,
10 Davis Drive, Belmont, CA 94002, 415/595-2350
Kenneth Zeigler, *West Publishing Co.*,
50 West Kellogg Boulevard, Saint Paul, MN 55164, 612/228-2500
Will Pesce, *John Wiley & Sons, Inc.*,
605 Third Avenue, New York, NY 10158, 212/850-6000
Robert R. Worth, *Worth* Publishers, Inc.
33 Irving Place, New York, NY 10003, 212/475-6000



FACT FILE: State Spending Plans for Student Aid, 1990-91

Total aid not based on students' financial need: 12.1%

Total aid based on need: 87.9%

		Undergraduate						Graduate and Professional					
		Need-based			Non-need-based			Need-based			Non-need-based		
	Total	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards	Amount	1-year change	Number of awards
Alabama	$15,881,000	$4,308,000	+ 44%	4,767*	$6,510,000	+ 45%	7,382	$45,000	+ 7%	16	$127,000	– 1%	64
Alaska	2,575,000	464,000	+104	307	—	—	—	—	—	—	2,111,000	+ 6	n/a
Arizona	3,427,000	3,410,000	0	4,980	—	—	—	17,000	0	20	—	—	—
Arkansas	5,107,000	4,137,000	+ 5	10,307	790,000	+ 6	388	—	—	—	—	—	—
California	164,747,000	161,859,000	+ 6	76,244	—	—	—	2,888,000	+ 13	724	—	—	—
Colorado	24,279,000	11,075,000	+ 7	14,480	9,768,000	+ 21	12,201	1,012,000	+ 22	800	1,143,000	+ 6	620
Connecticut	36,167,000	20,803,000	+ 5	15,500	—	—	—	—	—	—	200,000	0	20
Delaware	1,848,000	1,243,000	+ 30	1,509	197,000	+ 1	188	219,000	+ 30	225	—	—	—
District of Columbia	974,000	974,000	– 9	829	—	—	—	—	—	—	—	—	—
Florida	69,060,000	27,132,000	+ 35	25,116	40,526,000	+ 29	26,010	—	—	—	1,402,000	+ 19	757
Georgia	23,058,000	5,174,000	+ 12	14,141	16,316,000	+ 5	17,298	—	—	—	—	—	—
Hawaii	611,000	611,000	+ 12	700	—	—	—	—	—	—	—	—	—
Idaho	730,000	342,000	– 1	714	245,000	+ 67	98	143,000	– 1	86	—	—	—
Illinois	203,083,000	180,650,000	+ 5	112,000	18,285,000	+ 15	20,842	—	—	—	—	—	—
Indiana	47,454,000	46,488,000	+ 11	34,500	966,000	+ 5	808	—	—	—	—	—	—
Iowa	40,169,000	37,648,000	+ 16	22,442	478,000	+ 86	1,168	100,000	n/a	n/a	426,000	+ 8	140
Kansas	6,666,000	6,585,000	+ 2	4,492	31,000	– 14	78	—	—	—	—	—	—
Kentucky	19,393,000	19,393,000	+ 54	27,400	—	—	—	—	—	—	—	—	—
Louisiana	4,966,000	4,196,000	+ 51	4,292	764,000	+ 1	1,827	—	—	—	6,000	0	6
Maine	5,100,000	5,100,000	+172	8,000	—	—	—	—	—	—	—	—	—
Maryland	20,914,000	15,076,000	+ 2	17,977	4,989,000	+ 3	3,150	593,000	+ 9	1,119	121,000	– 13	221
Massachusetts	71,967,000	50,403,000	– 16	37,900	48,000	n/a	50	2,880,000	+ 15	1,500*	—	—	—
Michigan	74,878,000	69,919,000	– 1	56,856	—	—	—	3,241,000	+ 4	1,644	—	—	—
Minnesota	77,794,000	76,074,000	+ 31	66,527	—	—	—	—	—	—	—	—	—
Mississippi	1,841,000	1,136,000	– 9	2,200	35,000	+ 25	13	—	—	—	670,000	+ 17	117
Missouri	21,495,000	11,144,000	+ 3	8,950	10,091,000	+ 52	4,513	—	—	—	—	—	—
Montana	383,000	383,000	– 8	1,100	—	—	—	—	—	—	—	—	—
Nebraska	2,196,000	2,196,000	+ 8	3,328	—	—	—	—	—	—	—	—	—
Nevada	400,000*	352,000*	0	352*	—	—	—	48,000*	0	48*	—	—	—
New Hampshire	1,479,000	774,000	– 16	1,543	10,000	+100	10	1,000	– 67	1	—	—	—
New Jersey	102,080,000	94,821,000	+ 12	58,510	5,788,000	+ 19	4,976	1,013,000	+ 31	244	458,000	– 9	70
New Mexico	13,424,000	6,535,000	+ 17	9,055	3,988,000	+ 38	2,148	722,000	+103	101	2,000	+100	2
New York	439,124,000	396,090,000	+ 4	317,830	24,151,000	+ 10	64,203	11,910,000	+ 2	12,800	6,588,000	+ 17	1,417
North Carolina	58,425,000	2,569,000	– 16	2,550	24,566,000	+ 5	26,248	1,145,000	+ 14	110	—	—	—
North Dakota	1,492,000	1,200,000	– 3	2,000	292,000	+256	n/a	—	—	—	—	—	—
Ohio	80,041,000	52,770,000	– 2	73,000	26,830,000	+ 5	44,193	—	—	—	441,000	+ 35	126
Oklahoma	35,124,000	11,717,000	+ 1	14,522	2,892,000	+ 52	883	1,460,000	+ 1	1,504	309,000	+ 14	93
Oregon	11,748,000	11,748,000	+ 16	16,095	—	—	—	—	—	—	—	—	—
Pennsylvania	145,576,000	145,057,000	+ 10	122,654	519,000	– 4	201	—	—	—	—	—	—
Rhode Island	10,615,000	10,067,000	+ 2	9,400	123,000	+ 3	49	—	—	—	—	—	—
South Carolina	19,447,000	18,079,000	0	6,805	—	—	—	—	—	—	—	—	—
South Dakota	558,000	468,000	– 7	1,550	90,000	0	60	—	—	—	—	—	—
Tennessee	18,002,000	14,156,000	+ 9	24,000	560,000	+180	149	—	—	—	—	—	—
Texas	118,368,000	24,863,000	0	20,663	—	—	—	2,455,000	0	1,988	—	—	—
Utah	11,486,000	1,001,000	– 8	2,000	—	—	—	—	—	—	984,000	0	66
Vermont	11,177,000	10,807,000	– 3	10,920	—	—	—	158,000	– 3	85	—	—	—
Virginia	25,514,000	7,400,000	– 7	8,304	16,886,000	– 12	12,515	—	—	—	1,228,000	– 12	926
Washington	22,040,000	21,145,000	+ 52	22,340	32,000	n/a	32	1,000	0	1	—	—	—
West Virginia	12,953,000	5,550,000	+ 6	5,632	—	—	—	—	—	—	—	—	—
Wisconsin	44,757,000	42,102,000	+ 11	52,280	700,000	n/a	620	—	—	—	—	—	—
Wyoming	241,000*	241,000*	0	531*	—	—	—	—	—	—	—	—	—
Puerto Rico	20,198,000*	16,812,000*	0	36,782*	—	—	—	1,086,000*	0	3,718*	—	—	—
Total	**$2,151,032,000**	**$1,664,247,000**	**+ 7%**	**1,396,876**	**$217,466,000**	**+ 14%**	**252,301**	**$31,137,000**	**+ 8%**	**26,734**	**$18,216,000**	**+ 10%**	**4,645**

Note: All figures are subject to mid-year budget adjustments. The totals include spending for other grant programs, such as tuition-waiver and loan-forgiveness programs, that are not shown separately.
* 1989-90 data
n/a: Data not available or no comparable program in 1989-90

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

Catholic College Adapts and Survives in Detroit

Continued From Preceding Page

of social justice. "If you really believe in social justice," he says, "how do you pack up and leave a city and its people when they're in trouble?"

For now, at least, Marygrove seems to be managing better than at any time in the past two decades. It has reached out to its neighbors with an extremely popular and lucrative series of continuing-education courses that attract 6,000 adults and children each year. Its endowment is climbing back up to the $3-million mark, where it was before the '67 riots. And Marygrove's enrollment of 1,099 students is the highest in its history.

A Friendly Place

Undergraduates hanging around in Marygrove's commuter lounge or cafeteria say they were attracted to the campus because it is a friendly place. They say Marygrove is known around town for the special attention that faculty members and administrators pay to students.

"It's like a family feeling here," says Classie Williams, a grandmother in her late 40's who is living in Florent Jillet Hall, the college's only dormitory. "Everyone is really interested in me doing good for myself."

Although Marygrove is on its way up, the shift from serving one group of students to serving another, entirely different group has strained the college. Faculty members and administrators alike say they have had to adjust to a decline in the academic capabilities of its students. "We are a product of the education system in Detroit, which has deteriorated," says President Shay. "Students had gaps in their educational backgrounds."

In 1975 the college instituted a series of tests to help insure that students who were admitted could do college-level work. Those who did not pass the exams were required to take remedial courses if they wanted to attend. Now, to bring their skills up to the freshman level, about 85 per cent of the students end up taking remedial mathematics courses, 40 per cent need special help in reading, and 45 per cent enroll in remedial writing courses.

Changing Expectations

The decline in students' abilities has also meant that Marygrove faculty members have had to redesign the curricula and change their expectations. In 1978 the institution received a federal grant to help faculty members adjust to teaching underprepared students. Some faculty members recall that others resented the changes.

"I can remember some early faculty meetings where people were saying, 'We don't know how to teach these students. You go out and bring me people I can teach,' " remembers Ms. Abram, the head of the college's social-science division. Ms. Abram says many faculty members had to change the way they taught and the subjects they covered. "It meant a shift in teaching responsibilities," she says. "Someone who taught Shakespearean literature was now being asked to teach reading." Marygrove officials say the changes do not mean the institution is admitting people who don't belong in college. "Here, the ability of students in the classroom just has a much wider range" than at other institutions, says Mr. Novak, the academic dean. "There are some very good students, but there are many who have been away from school for a while."

Ms. Abram says she believes most faculty members have adjusted to the new student population. "Once the students were admitted and you were forced to deal with them, what grew out of that was respect," she says. "Now, Marygrove faculty members really like the students we serve."

Chief among the college's current difficulties is its students' financial circumstances. Marygrove charges much less than many private liberal-arts colleges, but its $5,950 annual tuition is still more than most students here can afford.

Indeed, 95 per cent of the students receive some form of federal financial aid, and 65 per cent of the women who attend live on welfare payments that run between $4,000 and $5,000 a year, says Donald Hurt, director of financial aid.

"If the Pell Grant program were discontinued, Marygrove would be discontinued in about a year," says President Shay.

Many of the students at Marygrove make significant sacrifices to attend. Some of them say it's difficult just to get to classes each day. Tammy McCaster, a 24-year-old who is raising a five-year-old son, does not own a car and must take three buses to make it to the campus. "In my case, it benefited me to have a child early, because I knew I couldn't make it without an education," she says.

An Oasis in the City

Some students here learned about Marygrove because they came to classes with their mothers. Kimberly McGlothen, now a freshman, drives to the campus with her mother, Shirley, who like her daughter is pursuing a bachelor's degree. "I've been coming to Marygrove since I was 13," says the younger Ms. McGlothen.

Other Marygrove students say they chose the campus over nearby Wayne State University because Marygrove is so tranquil. Its seven-foot-high iron gates surround 68 acres of grass and trees, offering students an oasis in the middle of a city plagued by crime and poverty. "I didn't want to be around a lot of people," says Clara Fitten, a 21-year-old freshman. "I picked a spot where I could concentrate on my studies. I don't want to get caught up in anything else."

Although officials here say that the college is stable now, they add that even a small change, such as a slight decline in enrollment or a reduction in federal student aid, could upset the balance they have achieved.

They also acknowledge that the institution still has problems. Only 30 per cent of Marygrove's students graduate within six years, for instance, and the college is working on ways to encourage students to persist in their studies.

Many drop out because of health or financial problems, or because they cannot juggle school work, a job, and caring for their children. The college does not operate a day-care center on the campus, so students must stay home if their children are ill. Some end up bringing their children to classes.

In addition, some white students complain that they have had difficulty fitting in because of hostility from blacks. About 72 per cent of Marygrove's students are black.

"When I first came here, I knew I was going to a black college, but I didn't think that would get in the way," says Kim Urbauer, a 45-year-old white senior who is majoring in social work. "But this is the first time I've ever been attacked racially. I've had comments thrown at me."

Not all white students share Ms. Urbauer's views, however. Several say that being in the minority for the first time in their lives has been eye-opening. "The people here are black, but I don't see that," says Don Mazzola, the 42-year-old white president of Marygrove's Student Government Association. "If this school did anything for me, it's that it gave me a sensitivity to black issues and the kind of racism black people face." ■

FACT FILE: Earned Degrees, by Field of Study, 1988-89

	Bachelor's degrees				Master's degrees				Doctor's degrees			
	Men	Women	Total	5-year change	Men	Women	Total	5-year change	Men	Women	Total	5-year change
Agriculture, natural resources	9,295	4,193	13,488	– 30%	2,231	1,014	3,245	– 22%	952	232	1,184	+ 1%
Architecture, environmental design	5,580	3,611	9,191	0	2,191	1,187	3,378	+ 5	63	23	86	+ 2
Area and ethnic studies	1,613	2,336	3,949	+ 37	497	481	978	+ 10	57	53	110	– 21
Business and management	131,419	115,240	246,659	+ 7	48,557	24,597	73,154	+ 10	844	306	1,150	+ 18
Communications	18,567	28,818	47,385	+ 23	1,540	2,386	3,926	+ 12	135	107	242	+ 13
Communications technologies	696	544	1,240	– 21	170	137	307	+115	2	4	6	+ 50
Computer, information sciences	21,221	9,416	30,637	– 5	6,769	2,623	9,392	+ 52	457	81	538	+114
Education	21,662	75,326	96,988	+ 5	20,286	61,952	82,238	+ 7	2,894	3,889	6,783	– 9
Engineering	56,234	10,062	66,296	– 13	20,633	3,080	23,713	+ 18	4,121	400	4,521	+ 52
Engineering technologies	17,417	1,560	18,977	+ 1	722	106	828	+ 46	12	0	12	+500
Foreign languages	2,879	7,895	10,774	+ 14	602	1,309	1,911	+ 8	169	253	422	– 9
Health sciences	8,926	50,185	59,111	– 8	4,210	15,045	19,255	+ 10	612	827	1,439	+ 24
Home economics	1,380	13,337	14,717	– 10	311	1,863	2,174	– 10	59	204	263	– 6
Law	785	1,191	1,976	+ 55	1,491	607	2,098	+ 16	46	30	76	– 37
Letters	14,237	29,086	43,323	+ 28	2,272	4,336	6,608	+ 14	559	679	1,238	+ 2
Liberal/general studies	10,051	13,408	23,459	+ 25	495	913	1,408	+ 20	16	16	32	– 33
Library and archival sciences	16	106	122	– 52	816	3,124	3,940	+ 4	27	34	61	– 18
Life sciences	17,970	18,109	36,079	– 7	2,484	2,449	4,933	– 9	2,235	1,298	3,533	+ 3
Mathematics	8,221	7,016	15,237	+ 15	2,058	1,366	3,424	+ 25	711	171	882	+ 27
Military sciences	378	41	419	+115	0	0	0	–100	0	0	0	0
Multi/interdisciplinary studies	8,419	9,794	18,213	+ 9	1,966	1,259	3,225	+ 2	158	99	257	– 32
Parks and recreation	1,709	2,462	4,171	– 12	213	247	460	– 17	28	8	36	+ 33
Philosophy and religion	4,122	2,289	6,411	0	755	519	1,274	+ 10	341	123	464	+ 5
Physical sciences	12,097	5,107	17,204	– 27	4,204	1,533	5,737	+ 3	3,093	759	3,852	+ 17
Protective services	9,074	5,552	14,626	+ 16	722	324	1,046	– 14	19	8	27	– 13
Psychology	14,181	34,335	48,516	+ 22	2,799	5,780	8,579	+ 7	1,429	1,834	3,263	+ 10
Public affairs and social work	4,948	10,306	15,254	+ 6	6,398	11,530	17,928	+ 17	208	209	417	– 1
Social sciences	59,924	47,790	107,714	+ 16	6,493	4,361	10,854	+ 4	1,939	939	2,878	– 1
Theology	4,108	1,214	5,322	– 10	3,003	1,622	4,625	– 9	1,022	143	1,165	– 3
Visual and performing arts	14,558	23,223	37,781	– 5	3,598	4,636	8,234	– 3	443	312	755	– 4
Not classified by field of study	1,410	1,018	2,428	n/a	496	394	890	n/a	54	13	67	n/a
All fields	**483,097**	**534,570**	**1,017,667**	**+ 4%**	**148,982**	**180,780**	**329,762**	**+ 9%**	**22,705**	**13,054**	**35,759**	**+ 8%**

Professional degrees	Men	Women	Total	5-year change
Chiropractic	2,159	731	2,890	– 7%
Dentistry	3,139	1,108	4,247	–21
Law	21,048	14,519	35,567	– 4
Medicine	10,326	5,128	15,454	– 2
Optometry	683	410	1,093	+ 1
Osteopathic medicine	1,183	452	1,635	+ 8
Pharmacy	422	652	1,074	+51%
Podiatry, podiatric medicine	487	149	636	+ 5
Theological professions	4,639	1,366	6,005	–13
Veterinary medicine	981	1,176	2,157	– 5
All fields	**45,067**	**25,691**	**70,758**	**– 5%**

n/a: Data not available

SOURCE: U.S. DEPARTMENT OF EDUCATION

C2175-1 A

THE CHRONICLE
of Higher Education.

ISSN 0009-5982

March 6, 1991 • $2.75
Volume XXXVII, Number 25

News Summary

Articles on inside pages

Some anthropologists are shifting their focus from more exotic sites to territories closer to home: Page A5.

The search for a new president provides a college with a chance to reassess itself and challenge its assumptions, a report says: Page A11.

Cultural-awareness programs are becoming more popular on campuses as colleges try to help faculty members understand the needs of minority students: Page A11.

Changes in federal support for research have prompted the University of Alabama at Birmingham to re-evaluate its programs: Page A15.

Interference from politicians has made the search for a new chancellor at the U. of Illinois at Chicago a "nightmare," say faculty members and trustees: Page A15.

Royalty revenues from patented discoveries have increased dramatically, say the nation's biggest research universities: Page A23.

While colleges blame the professional leagues for some of the problems of intercollegiate athletics, the pros say the way colleges structure their programs is at fault: Page A29.

Bowing to pressure, the College of William and Mary has decided not to drop four sports: Page A29.

In eastern Germany, professors and students are angry over the "restructuring" of their institutions by western officials: Page A31.

SECTION 1	Pages A1-40
Athletics	A29-30
Books	A9
Business & Philanthropy	A23-25
Coming Events	A36
Computers	A14
Deadlines	A37
Deaths	A36
Fact File	A13
Gazette	A35
Government & Politics	A15-22
Grants	A25
International	A31-33
Personal & Professional	A11-14
Scholarship	A5-10
Students	A26-28
SECTION 2	**Pages B1-64**
Bulletin Board	B6-63
End Paper	B64
Opinion & Letters	B1-5

PRESSURE ON PUBLIC INSTITUTIONS

1991 Tuition Increases Expected to Outpace Inflation, but Some Private Colleges Will Slow the Upward Trend

By JEAN EVANGELAUF

Tuition increases will vary widely in 1991-92. Some private colleges will announce the lowest percentage increases in years, while many public institutions plan hefty increases to make up for shortfalls in state appropriations.

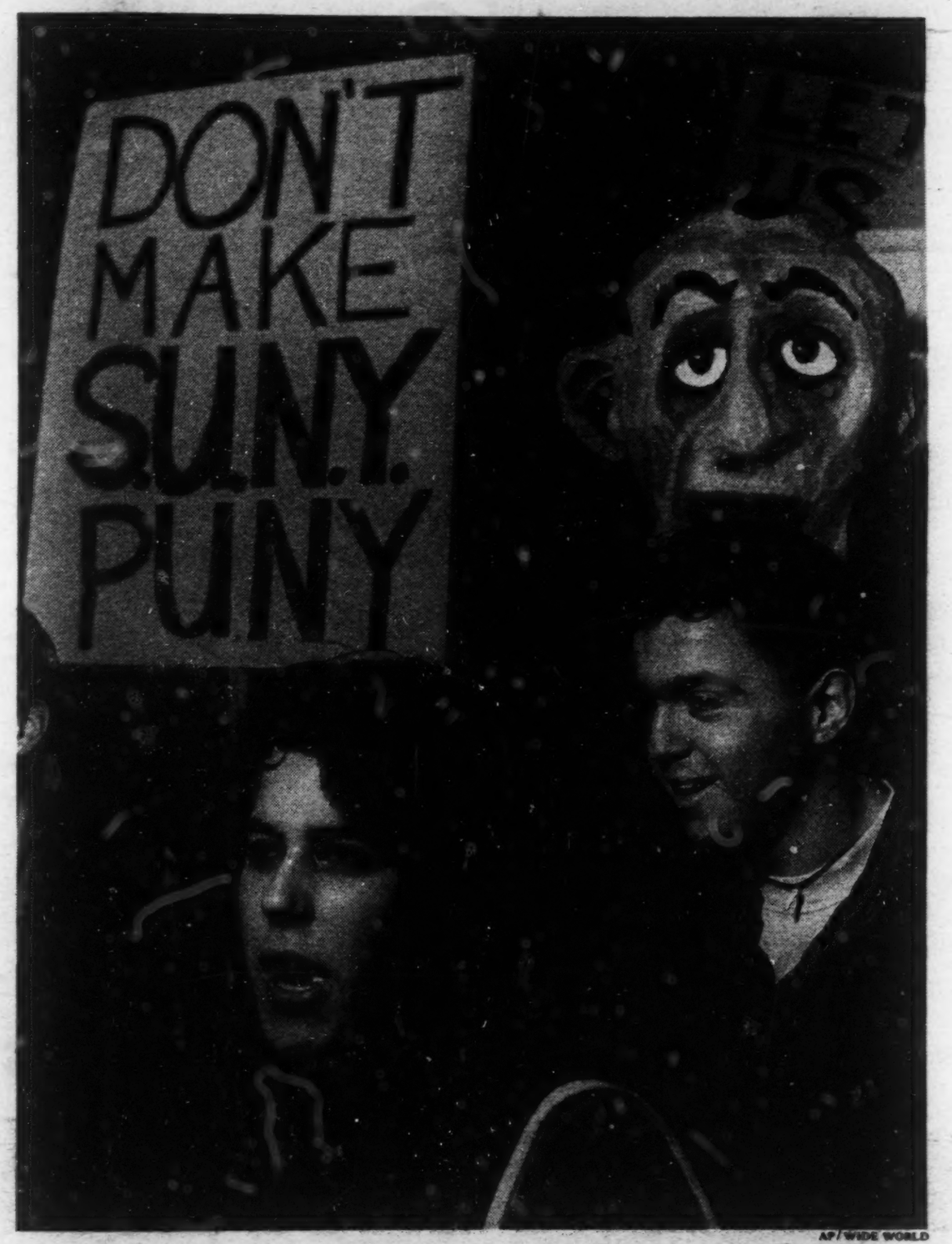
Over all, the rise in tuition is likely to outpace inflation in the next academic year, according to those who follow college financial trends.

For the 12 months that ended in January, inflation as measured by the Consumer Price Index was 5.7 per cent. Observers predict that at four-year private colleges, the average tuition will rise 7 per cent to 8 per cent. At four-year public institutions, the average rate of increase could approach double digits.

Throughout most of the 1980's, tuition rose faster than the C.P.I. at all types of institutions except public two-year colleges. Last year, the pace of tuition increases slowed but still exceeded the rate of inflation.

Tuition setting has been especially painful this year, college officials report. With the economy in a slump, administrators fear that raising tuition too sharply would drive financially strapped applicants to less-expensive competitors or discourage

Continued on Page A27



AP/WIDE WORLD

State University of New York students rally outside the office of Gov. Mario M. Cuomo to protest budget cuts and a $500 tuition increase that the Governor has proposed.

Applications Down at Private Campuses, Up at Public Colleges

By MICHELE N-K COLLISON

Many private colleges are receiving fewer applications from high-school seniors for the coming academic year, while public institutions are reporting increases of as much as 15 per cent.

Although some private-college officials interviewed for this story report increases, many say applications are down—by from 5 to 16 per cent. Small colleges seem to be hurting the most.

Uncertainty over the economy and a decline in the number of high-school graduates are contributing to the drop, admissions officials say. The recession, they say, is forcing parents and students who might otherwise consider enrolling at private colleges to look more seriously at lower-cost state institutions.

'Parents Thinking Long and Hard'

"It's a brand new ball game," says Neill F. Sanders, dean of undergraduate admissions at Vanderbilt University. "Parents are thinking long and hard about that four-year investment of time and money and are telling their children they ought to consider applying to their local college."

Says Tom Wieckowski, dean of enroll-

Continued on Page A28

Bleak Economic Outlook Forces Many States to Seek More Revenue From Their Public-College Students

By GOLDIE BLUMENSTYK

Gov. Mario M. Cuomo has long portrayed himself as a champion of low tuition at New York's public universities. When the Legislature proposed a $200 tuition increase for the State University of New York and the City University of New York two years ago, the Governor vetoed it and said he wished he could eliminate tuition altogether.

Now, with his state facing a potential $6-billion deficit, Governor Cuomo is seeking a $500 tuition increase. Together with the mid-year increases already approved—$200 at CUNY and $300 at SUNY—public-college tuition would rise by more than 56 per cent within a single year after remaining unchanged for eight years.

The situation is not unique to New York. Public colleges throughout the nation are proposing unusually large tuition increases. Crippled by budget woes, states are abandoning policies set by college officials and lawmakers that limited tuition increases or required tuition to cover a certain share of the cost of education.

'There Must Be a Change'

In many cases, state officials say they can no longer abide by the old policies because they need more tuition revenue. They say they are already saving as much money as possible through program cuts. The financial squeeze is even creating pressure for higher tuition in California and North Carolina, where traditions of low tuition have long been regarded as inviolable political tenets.

"There must be a fundamental change,"

Continued on Page A26